THE JOHN H. LOUNSBURY SCHOOL OF EDUCATION

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The John H. Lounsbury School of Education
Program Review
July 2003
Prepared by Dean Janet S. Fields
And Assistant Dean Carol H. Bader

The attached Program Review from the three Departments and the Graduate Programs in Education for the School show the many contributions of the John H. Lounsbury School of Education to the success of Georgia College & State University as the state’s only public liberal arts university.

MISSION

The mission of the John H. Lounsbury School of Education is not only to maintain our long tradition of excellence in teacher preparation and professional development, but also to be architects of change for schools mandated to assure children’s success in the increasingly diverse, complex, and technological society of the 21st century. Our mission extends well beyond the certification and career development programs we offer our own students, to meaningful and significant partnerships with community schools, their districts, other academic institutions, and professional education agencies.

VISION

It is the vision of the John H. Lounsbury School of Education to be recognized throughout the educational community for consistently making a difference in the quality of instruction being delivered in Georgia's public schools, thus directly affecting the achievement of the state's students. Through our use of field-based experiential programs, traditional courses in content and pedagogy, and the centrality of relationships between faculty and students, we seek to affect genuine reform and to foster professionalism and leadership in our students and in the in-service educators with whom we interact through our community partnerships.

I. Relevance of Academic Programs to Mission

A. Program Contributions to the Liberal Arts Mission:

The following programs/initiatives in the School of Education contribute to the Liberal Arts Mission in a variety of ways:

1. The Consortium for Belize Educational Cooperation (COBEC) was established in the late 1980s to link post-secondary educational institutions in Belize and other countries for the purpose of strengthening and expanding their capabilities in higher education. In 1992 the consortium was incorporated as a non-profit corporation. GC&SU has been a member since 2001 and collaborates with Belizean tertiary institutions on a number of
educational programs for Georgia and Belizean students, as well as faculty development for both Georgia and Belizean academic staff. Dr. Anne Gormly, Vice President of Academic Affairs and Dean of Faculties, and Adrian Leiva, Chair of the Association of Tertiary Level Institutions in Belize, signed a Memorandum of Understanding during the COBEC annual conference at San Pedro to establish a new collaboration between the two agencies to offer an MAT program for Belizean educators.

2. International Center for Film Enhanced Education: The purpose of the project is to develop materials that use film clips from recent and classic movies as a bridge to content learning. The first pilot program on Characterization in Literature has been developed and shared at two national conferences at which the response was universally positive. Collaborators on this project include, five-time Emmy award-winning director Michael Rhodes, who has been working with the Screen Actors, Writers, and Directors Guilds. Future initiatives include: 1) a multipart Film Clips series on American History, for middle and high school students, coordinated with history curricula.2) the establishment of a permanent National Center for Film-enhanced Education at Georgia College & State University, to which other interested educational agencies can come for certification of Regional Centers for Film-Enhanced Education, 3) funds for the production and distribution of Film Clips tapes and materials, 4) funds for training in media literacy and the use of film in classrooms, both on-site at the National Center at GC&SU and through consultations by guest educators and filmmakers.

3. Geographic Bee 2003: Georgia College & State University hosted the annual State Geographic Bee on its campus on April 4. This was the third year that our campus has been selected to hold the statewide event that is sponsored by the National Geographic Society. Locally, the Bee is coordinated by Dr. Trish Klein of the School of Education and Dr. Chris Meindl of the School of Liberal Arts and Sciences. Over 30 volunteers comprised of campus faculty, education majors, members of the Georgia Geographic Alliance, and educational leaders from across the state serve as facilitators for the event. The Bee brings to our campus 100 of the state's brightest students, along with their parents, teachers, and other friends and family members.

4. The Standards-based Teacher Education Project (STEP): was established in 1996 to offer guidance and support to colleges and universities as they improve teacher preparation programs. GC&SU became a part of this project in 2000. Using standards, STEP helps university faculty and administrators link what teacher candidates learn at the university to what they will teach in the classroom as new teachers. Dr. Trish Klein and Ms. Kathleen Martin served as coordinators of the GC&SU STEP project administering a budget of $8,000. During this academic year the team agreed to work on the following agenda:
   a. Conduct work sessions during Fall 2002 for 4 - 6 faculty in each discipline to
      1. become familiar with PRAXIS exams
      2. revise syllabi to reflect institutional STEP objectives and skills required by PRAXIS
   b. Conduct work sessions during Spring 2003 for 4 - 6 faculty in each discipline
      1. to analyze aforementioned course syllabi in order to
2. design appropriate assessment tools for STEP related courses.

5. National Science Foundation: Drs. Karynne Kleine and Mike Gleason were accepted into the National Science funded “Ethics, Legal and Social Implications of the Human Genome” program at Dartmouth.

6. Mildred English Curriculum Center: A committee was established to review the Mildred English Curriculum Center and to make suggestions for the continued use of the center. The MECC will become part of the Russell Library, increasing access to curriculum center materials through inclusion in the catalog and extended hours. This will also help eliminate some duplication of effort and reduce some costs through economy of scale. It will also make some of the education-allocated library materials budget available for curriculum materials. All curriculum materials will be accessible online through GIL or other catalogs. Various administrative functions such as acquisitions, circulation, and cataloging will be consolidated. The administrative head of the MECC, now called the director, will continue to administer the curriculum center collection including the "virtual curriculum center" as well as serve as library liaison to the School of Education and other library duties as assigned. The administrator of the MECC will continue to teach one course per term in the Instructional Technology program and to serve as School of Education web administrator.

7. Mural: The Art department as well as faculty, staff and students in the School of Education worked together to design and paint a mural on the north wall of the atrium which represents the conceptual framework of the School.

8. Georgia Odyssey of the Mind: GC&SU is the official education sponsor for Georgia Odyssey of the Mind. The relationship began when GC&SU hosted the state finals. This partnership seeks to develop creative problem solvers and to instill in students the power of teamwork. GC&SU preservice teachers are trained as judges and participate in the annual competition in that capacity.

9. P16 Math & Science: Faculty from the School of Education and the School of Liberal Arts and Sciences participated in a state-wide P-16 meeting October 13-15 entitled “Teaching and Learning in Science and Mathematics in the Core”. The team worked together to develop a strategic action plan to enhance the preparation of teacher candidates in math and science.

10. Clinical Faculty Project: The John H. Lounsbury School of Education worked with partner and professional development schools to develop a more uniform process for placing teacher candidates in the P-12 schools. Both parties recognize that field placements and clinical practice are integral parts of educator preparation. The development of well qualified clinical faculty is critical to the preparation of quality teachers for Georgia’s schools.

11. Partner School Activities: During this academic year, the John H. Lounsbury School of Education signed a Professional Development School agreement with
Clifton Ridge Middle School. Faculty members from the Macon Campus have established offices on site. Classes are held at the site for students from the Macon and Milledgeville campuses. Relationships continue to strengthen with the faculty, staff, and administration at Clifton Ridge. University faculty and a teacher from Clifton Ridge attended the national partner school conference in Orlando.

In addition, classes for the early childhood students were held at Wells Primary. Teachers from the site were employed as adjunct faculty and worked with university professors to deliver the instruction.

**12. The Southern Center for International Studies:** The SCIS and GC&SU joined hands to promote a better understanding on the world in which we live through professional development opportunities for faculty in the School of Liberal Arts and Science and the School of Education and the pre-service teacher candidates. In addition, each student seeking initial certification receives a complete set of educational materials to promote international studies in Georgia’s schools.

**13. International Experiences in Sweden:** Dr. Brian Mumma accompanied education students as they participated in student teacher observation and participation in Sweden. The students learned about education in Sweden through lectures, active classroom observations, active participation in a classroom with children and a host teacher, discussions, a variety of side trips, and living with a nurturing host family. Please visit a web site constructed by the students and Dr. Mumma documenting their recent study abroad experience.


**14. Teaching Mathematics for Teachers:** Connecting content in liberal arts courses with students’ experiences during their field placements is one of the greatest challenges faced in the field-based cohort program. To better meet this challenge, the school seeks to expose mathematics department faculty to the challenges of teaching mathematics in elementary schools, and expose school of education faculty to the mathematics content in liberal arts courses. The two major goals of the project are to: 1) critically evaluate MAED 3001 and, if necessary, redesign the course to ensure students are prepared to bring children to high levels of achievement in mathematics; and 2) design field experiences for field placements in which cohort students are required to apply what they have learned in the mathematics content class and document children’s mathematical learning.

**15. Teacher Quality:** Two grants were received to support teacher quality through summer institutes in science education. Two courses will be offered through GC&SU by teams of faculty from the School of Liberal Arts and Sciences and the School of Education. The courses are: Human Biology: Sex and Drugs, and DNA and Society.

**16. Oconee Area Strategic Initiative in Science (OASIS):** This project serves the seven county area served by the Oconee RESA and is a collaborative project supported by the Oconee RESA and Science Education Center at GC&SU. The goal of this collaborative is to effect systemic reform in science education among the
schools in this cathment area. The consortium will engage in strategic planning to implement mechanisms that will lead to long-term improvement in science.

17. Prometheus Project- Preparing Tomorrow's Teachers to Use Technology: GC&SU received $223,000 during FY 2003 to implement the Preparing Tomorrow’s Teachers to Teach Technology grant funded by the USDOE. Overall Prometheus Project goals are to: 1) train faculty to model technology use; 2) provide high quality training in technology integration; 3) provide field experiences that demonstrate best practices; and 4) develop an induction program that supports integration of technology. Efforts during the year focused on revising educator preparation courses, initial teacher preparation, and induction of our graduates into the teaching force. Juniors were provided wireless laptop computers to use out in their field placement classrooms in an effort to integrate technology into their teaching.

II. Recruitment, Admissions, and Retention Activities

The following comprehensive recruitment plan was developed during the 2002-2003 academic year for the School of Education:

(Note: These numbers have been modified from last year as more accurate data became available)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Enrollment</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>166</td>
<td></td>
<td></td>
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<tr>
<td>2002-2003</td>
<td>180</td>
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<tr>
<td>2002-2003</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>215</td>
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At this point, we are not seeking to drastically increase our undergraduate enrollment. Like the university as a whole, we would like to keep our class sizes small and our quality high in keeping with our liberal arts mission. Furthermore, our facilities and faculty are currently stretched to the limit in many areas. Thus, rather than increasing overall undergraduate enrollment, we hope instead to increase the number of men and ethnic minorities in our programs, the quality of our students, and the number of students in shortage areas such as middle grades and special education. Hence our overall timeline will show only small increases in overall undergraduate enrollment but 3-5% increases each year in the number of men, ethnic minorities, and student scores on the SAT. We would also like to see a 3-5% increase each year in the overall size of our graduate programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate Enrollment</th>
<th>Goal</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>449</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>498</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>530</td>
<td></td>
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Our graduate programs have more room to expand, and we hope to concentrate on those this year. We would particularly like to increase enrollment in EDIT, middle grades, and secondary education.

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<tr>
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<th>98</th>
<th>99</th>
<th>00</th>
<th>01</th>
<th>02</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR</td>
<td>148</td>
<td>94</td>
<td>81</td>
<td>88</td>
<td>114</td>
</tr>
<tr>
<td>SENIOR</td>
<td>141</td>
<td>148</td>
<td>94</td>
<td>78</td>
<td>86</td>
</tr>
<tr>
<td>GRAD</td>
<td>542</td>
<td>578</td>
<td>538</td>
<td>449</td>
<td>498</td>
</tr>
<tr>
<td>Total</td>
<td>831</td>
<td>820</td>
<td>713</td>
<td>615</td>
<td>698</td>
</tr>
</tbody>
</table>

(Note: Our numbers have decreased in recent years due to the phasing out of our large satellite campus in Dublin, GA. Due to intensive recruitment efforts, those numbers are now growing again. In fact, we have grown 14% in the last year while many other schools saw enrollment decreases.)

**General Undergraduate Recruiting Strategies**
Many of these strategies are on going. Strategies that are new for 2003 are marked as such.

- At Springfest, the SOE faculty present informational sessions on the field-based teacher education program, international opportunities, the child and family development center on campus, as well as a display of professional organizations and related activities.
- The PREP program, aimed at middle grades students includes a lot of education student involvement. We hope that this involvement will encourage more children to consider college, and more specifically to consider a career in education.
- Student professional organizations such as Student Professional Organization of Georgia Educators, Student Association of CEC, and Kappa Delta Pi supply booths with information for prospective students at various recruiting functions throughout the year.
- Many education majors participate in a practicum where they mentor area public school children through Big Brothers – Big Sisters. We hope that this involvement will encourage more children to consider college, and more specifically to consider a career in education.
- Last year Geza Martiny worked on drastically increasing GC&SU involvement in Teacher Cadet Program’s throughout the state. These programs are for high school students who are considering a career in education. He will continue this effort and enlarge it for 2003.
- SOE representatives attend Career Days in area middle and high schools.
• Recruitment activities are coordinated with the Admissions Office to increase the number of potential students reached and avoid duplication of efforts.

• Applicants who express an interest in education are contacted by an advisor in the SOE to offer additional support through advising and provision of general information.

• Presentations are made at area two-year colleges to encourage students to look at teaching as a career. This year we hope to significantly increase the number of visits to schools. We also plan to send students as well as faculty and provide them with improved recruitment materials. This effort will be better organized than in the past.

• The SOE website includes the opportunity for students to request information regarding our programs. Department chairpersons send out information each month as a result of the website. Substantial improvements were made to the websites this year in order to better answer the questions of future students.

• **Quality**

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC&amp;SU</td>
<td>1050</td>
<td>1054</td>
<td>1062</td>
</tr>
<tr>
<td>SOE</td>
<td>990</td>
<td>1030</td>
<td>1042</td>
</tr>
</tbody>
</table>

Average GRE Scores (Verbal + Quantitative) Note: the vast majority of GC&SU grad students who take the GRE are in the SOE so numbers rarely differ

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC&amp;SU</td>
<td>863</td>
<td>887</td>
<td>909</td>
</tr>
<tr>
<td>SOE</td>
<td>863</td>
<td>887</td>
<td>909</td>
</tr>
</tbody>
</table>

Average Undergraduate GPA

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC&amp;SU</td>
<td>2.93</td>
<td>2.91</td>
<td>2.76</td>
</tr>
<tr>
<td>SOE</td>
<td>2.87</td>
<td>2.82</td>
<td>2.99</td>
</tr>
</tbody>
</table>

Our plan does not include many specific strategies to increase the quality of our incoming students because the university takes care of so much of that already. The SAT scores for this university have risen dramatically in recent years, as has the incoming GPA. Because of this, the quality of the pool we draw from has increased as well.

**Diversity**

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC&amp;SU</td>
<td>19%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>SOE</td>
<td>19%</td>
<td>20%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Because of the dip in the number of ethnic minorities we experienced this year, we have added many new strategies to our plan for the 2003-2004 school year (see chart above). We also have a special interest in recruiting more men, and we are targeting a strategy to them specifically.

**Shortage Areas**

The Department of Special Education has implemented several new cohort-based programs to increase the number and quality of individuals in special education. They are specifically targeting non-traditional students through evening and weekend courses. Their programs include cohorts that prepare individuals with some other undergraduate degree to be teachers and also cohorts that allow teachers in non-shortage areas to add on a special education certification.

The Master of Arts in Teaching Program recruits students in shortage areas through recruitment efforts targeted at GC&SU undergraduates getting their degrees in, for example, foreign language or chemistry.

**Undergraduate Programs**

**EDEX**

- 2001-2002 enrollment: 40
- 2002-2003 enrollment: 48
- 2003-2004 goal: 50

Strategies to increase enrollment in this particular program:

- EDEX tends to focus on a “one-on-one” type recruiting effort in which faculty develop relationships with promising freshmen and sophomores in the “Exceptional Child” class.

Notes on last year’s recruitment effort: Significant increase in enrollment over 2001-2002.

**EDEC**

- 2001-2002 enrollment: 86
- 2002-2003 enrollment: 112
- 2003-2004 goal: 120 (We would prefer to have the growth be on the MSC campus)

Strategies to increase enrollment in this particular program:

- Continue to improve website
• Students have been moved from their foundations advisor to a middle grades or elementary advisor after 30 hours for more specialized advising.
• Examine brochures for accuracy and distribute widely

Notes on last year’s recruitment effort: We are recruiting almost too well for early childhood. Next year we may have to focus more on quality and diversity rather than numbers in order to maintain a cohort size that we can serve appropriately.

EDMG
2001-2002 enrollment: 40
2002-2003 enrollment: 40
2003-2004 goal: 50

Strategies to increase enrollment in this particular program:
• New club, Collegiate Middle Level Association
• Continue to improve website
• Students have been moved from their foundations advisor to a middle grades or elementary advisor after 30 hours for more specialized advising.
• Examine brochures for accuracy and distribute widely

Notes on last year’s recruitment effort: Enrollment remained steady. Plans include increases next year.

Graduate Programs

MAT programs (Initial Certification)
2001-2002 enrollment: 24
2002-2003 enrollment: 43
2003-2004 goal: 50

Strategies to increase enrollment in this particular program:
• The addition of a new secondary content area concentration, business, has already increased enrollment and is likely to continue to do so.
• All spring and summer 2004 graduates of GC&SU in the content area fields will receive, in the fall of 2003, a personal invitation to join the MAT program.
• A new website geared specifically to disseminating information about the MAT program has been created, and receives a lot of “hits”.
• A “Future High School Teachers” club has been formed to nurture those interested in teaching high school while they are still undergraduates.
• Up-to-date information has been supplied to all advisors in content area fields so that they might better advise students interested in middle and secondary education.
• Posters advertising the advantages of a career in education will be posted around campus along with an invitation to join the club.
• All content area Freshman Seminars are visited by the secondary ed faculty and their students.
• The creation of an alternative MAT program for individuals with bachelor’s degrees increased the number of students on the Macon campus this year by 40% last year, and we think that number may increase in upcoming years as the program becomes better known.

Notes on last year’s recruitment effort:
Many of the recruitment strategies we employed last year really paid off, so we are going to continue those and add a few more. We won’t have exact numbers until July, but we appear to have met and possibly exceeded our goal for 2003-2004 already. The data from our poll of current MAT students will be available in early July.

**Graduate Programs (Advanced Certification)**

2001-2002 enrollment: 449  
2002-2003 enrollment: 498  
2003-2004 goal: 520

Plans to increase enrollment:  
Most of our strategies for increasing enrollment in our graduate programs are detailed in the chart provided. Our primary means of recruitment will be through visits to area partner schools with our updated video and pamphlets along with our “Recommend a Friend” and “Partner Schools Poster” campaigns.

Notes on last year’s recruitment effort: This past year we have seen a 10% increase in enrollment which we feel is quite remarkable.

**III. Academic Challenges for Students**

**A. Senior Culminating Experience**

During the final semester, teacher candidates in the field-based cohorts participate in two intensive experiences: the Student Teaching Internship and the Capstone Experience.

**Student Teaching Internship**

The student teaching internship is designed so that the teacher candidate will be able to implement several weeks of full-time teaching in a classroom at an appropriate grade level under the supervision of a member of the university faculty. The student teaching internship also includes the development and implementation of a professional project. Opportunities for international experience may be incorporated into the internship with the approval of the mentor leader.
**Capstone Experience**
A capstone is a crowning achievement; the Capstone Experience is intended to serve as a culmination to two years of teacher preparation. The Capstone Experience has two major components: a Senior Showcase and a Standards-based Assessment Portfolio.

**Senior Showcase**
The Senior Showcase is an opportunity for graduating seniors to highlight their achievements as Educators who will be Architects of Change. All seniors are expected to participate in the planning, promotion, and presentation of accomplishments at this culminating School of Education event. In preparation for this event, teacher candidates keep projects which showcase their accomplishments throughout their junior and senior years. This year’s event was organized around the broad theme: “Teaching is Classic.” The university community, family members, and P-12 school representatives were invited to view the students’ work.

**Standards-based Assessment Portfolio**
The Standards-based Assessment Portfolio (SbAP) is the primary vehicle for students to demonstrate that GC&SU's John H. Lounsbury School of Education should recommend them as a certified teacher. It documents that our teacher candidates have the knowledge, skills, and dispositions to be an effective teacher. Therefore the point of the accumulation of evidence to meet the ten standards, the written justification of the evidence, and the oral presentation is to show to a panel of faculty, themselves knowledgeable in the field, why a candidate should be certified as a professional teacher. There is a minimum level of thinking, writing, and presentation skill expected so all components will need to be met minimally in order for the entire SbAP to "pass". Otherwise the candidate will not be recommended for certification. In addition to the accumulation and selection of evidence to meet the ten standards the SbAP consists of two other components—a written component and an oral component.

*The April 2003 Assessment Portfolio Results for students seeking a B.S.Ed. in Education are below:

<table>
<thead>
<tr>
<th>Passed with Honors</th>
<th>Passed with Distinction</th>
<th>Passed with Recognition</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16</td>
<td>22</td>
<td>**21</td>
</tr>
</tbody>
</table>

*One cohort is not represented in the aggregate.

**Three teacher candidates received “Does Not Pass” at their first presentation. On second presentation, all three teacher candidates received “Passed.”

The April 2002 Senior Assessment Portfolio Results for students seeking a B.S.Ed. in Education are below:

72 Graduating Seniors in Early Childhood, Middle Grades, and Special Education
Milledgeville and Macon Campus
By individual count and percent of total of graduating seniors--2002

<table>
<thead>
<tr>
<th>Education Major</th>
<th>Passed with Honors</th>
<th>Passed with Distinction</th>
<th>Passed with Recognition</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>3 (4%)</td>
<td>6 (8%)</td>
<td>8 (11%)</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>1 (1%)</td>
<td>10 (14%)</td>
<td>12 (17%)</td>
<td>4 (6%)</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>7 (10%)</td>
<td>7 (10%)</td>
<td>7 (10%)</td>
<td>4 (6%)</td>
</tr>
<tr>
<td>Total</td>
<td>11 (15%)</td>
<td>23 (32%)</td>
<td>27 (38%)</td>
<td>10 (15%)</td>
</tr>
</tbody>
</table>

Other Capstone Experiences
In addition to the Senior Showcase and Assessment Portfolio, Capstone Experiences may also include activities that support attainment of employment, such as preparing resumes, practicing interviews, assembling an employment portfolio, and other related activities.

B. Awards and Distinctions Available to Students in the School of Education

1. The John H. Lounsbury School of Education hosts an annual awards ceremony each spring to recognize the accomplishments of faculty and students. The Sixth Annual Awards Ceremony was held April 25, 2003 at 7:00 PM in Russell Auditorium. Dr. Barbara Christmas was the speaker for the event. Further information about the awards and a list of the recipients can be located at the following URL:
   http://www.faculty.de.gcsu.edu/~cbader/awardsindex.html

IV.  Student Outcomes Measures

A. Initial Teacher Preparation Senior EXIT Surveys Spring 2002: A survey is distributed to each cohort completing an initial teacher preparation program at GC&SU. A copy of the complete report is available in the Dean’s conference room. A summary of the report is provided below:

Summary 97% Rate Their Field-Based Program Positively Excellent (58%) or Good (39%)

1. Overall ratings are about the same as last year; there were 108 participants in the survey. There was a new M.A.T. (secondary education) in Milledgeville this year. Also both mentor leaders on the Macon Campus were new to GC&SU.
2. The Macon MAT satisfaction with their overall program rose the highest with 63% Excellent this year. Early childhood Milledgeville cohort was 63% Excellent this year. Special Education was 58% Excellent. Lowest rated was the new MAT cohort in Milledgeville with 38% Excellent ratings.
3. A new question was added this year asking participants to rate the mentoring ability of their host teachers as well as the teaching ability of their host teachers. The results were about the same with a 90% positive rating for mentoring and an 87% positive rating for teaching ability.
4. Satisfaction with content area preparation and with technology skills are much higher this year which might be due to the slightly different version. However, the ratings are much higher than the previous year for both and probably reflect a true improvement in these aspects of the programs.

5. The M.A.T. students in the Milledgeville cohort gave the highest ratings to their core classes; 67% of 9 who took their core and undergraduate major at GC&SU said that these classes were Excellent. This is a good reflection on the School of Liberal Arts & Sciences.

B. Graduate Students’ Satisfaction Survey Spring 2002 Summary Report: A survey is distributed to each graduate education class at GC&SU. A copy of the complete report is available in the Dean’s conference room. A summary of the report is provided below:

Summary of Major Findings

- 93% of the 201 graduate students responding to the Spring 2002 survey were satisfied with the overall graduate experience in the JHL-SOE. (28% were very satisfied.)

- Overall satisfaction for students at the end of their programs of study was a little higher for M.Ed. students at 94% positive (n = 34 who had finished 10 courses) while overall satisfaction for Ed.S. students was the same at 94% positive (n =33 who had finished at least 6 courses) but had a lower percentage of ratings of excellent.

- Overall satisfaction ratings remain at near 94% positive over the last four years. No statistically significant changes in the ratings were found, but satisfaction for Educational Technology Majors has gone back up somewhat.

- The highest satisfaction was expressed with instructor professionalism, instructor expertise, curriculum, and financial aid processing. Lowest were advisement (down from 82% positive to 74%) and course timing, which was about the same as last year. There were many suggestions from students about how to improve these factors, which are included in the body of this report.

- Demographics: The majors of the respondents were Early Childhood (22), Interrelated Special Education (44), Educational Technology (30), Educational Administration (46), and Middle Grades (18). All other majors had 11 or fewer respondents. The majority of the respondents had taken four or more graduate classes from GC&SU. The majority of the M.Ed. students had been teaching for five years or less, while Ed.S. students had been teaching for four years or more.

- Satisfaction with the outcomes of their education was about the same as last year. Satisfaction with knowledge about school safety issues was lowest again, but was up 5% from last year. This is an area to be addressed by all graduate faculty not
just those teaching educational administration courses. Perhaps a faculty development workshop could be held.

- Knowledge & application of the major theories in (their) field correlated highest with overall satisfaction with the graduate experience. This is consistent with the goals for advanced practitioners.

- Ratings of aspects of the graduate experience for Advanced Practitioners as advocated by the JHL_SOE conceptual framework are about the same as last year for respondents in the M.Ed. programs. There was improvement in encouragement to be a lifelong learner and a leader in the community.

- It was down significantly this year for Ed.S. respondents (a) doing systematic research, (b) joining professional organizations, (c) making presentations, and (d) educating parents about advocacy. These goals related to the conceptual framework need to be addressed with new faculty, adjuncts as well as experienced faculty. These low ratings were especially problematic for students in the Educational Administration/leadership program.

- Educating parents about their advocacy roles was the aspect most highly correlated to satisfaction with the overall graduate experience. This is another area that might be addressed by faculty development activities.

C. Specific Mastery or Field Test Required of Students in School

1. The following information is extrapolated from the ETS report of Praxis I and II test-takers who reported their relevant training at GC&SU for the time Period--September 1, 2001 to August 31, 2002.

**Summary**

**Praxis I**

- This time period saw a huge increase (220%) in the number of Praxis I test takers who said they were educated at GC&SU.

- Students in the traditional initial teacher preparation program had an increase in the number of students exempting Praxis I due to their high scores in their high school SAT or in the Graduate Record Examination (needed for the M.A.T. secondary education program participants).

- In January 2002, the CBT version of the Praxis I was replaced by the C-PPST; therefore this year’s report from Educational Testing Service includes students who took both of these computer versions in addition to those who took the traditional paper and pencil (PPST) version.

- Passing rates for sophomores on all versions of the Praxis I was about 50%, except for the C-PPST writing which was higher at about 70%. This group of students would be those who could not exempt the test, but who would be planning to enter an initial preparation cohort on the main campus or in Macon majoring in early childhood, middle grades, special education, music or Health and Physical Education. A new initiative has been developed to increase the
passing rate by monitoring these students during their completion of their core requirements in education.

- Passing rates on the math and writing C-PPST tests were higher than the PPST version.
- Passing rates for males were higher than females in all math versions and in all computerized versions (C-PPST and CBT).
- Minorities (90% African American) did significantly worse on all tests except the C-PPST writing where 70% passed.
- Breakdowns into conceptual areas for the PPST math test showed improvement this year in all areas. PPST reading areas were all worse this year, and the writing areas were mixed with a relative strength in structural relationships where only 58% were below the median. A writing weakness was in grammatical relationships which were 67% below the national median score. No breakdowns are available for the new C-PPST tests.

Praxis II

- There was a great improvement this year in the passing rate (91%) for Library Media certification candidates (n = 22).
- There was a substantial increase in the number of initial candidates (n = 53) taking the special education tests this year. The passing rate for the specialty area tests varied from (92%-100%). The specialty area test used for Interrelated certification in Georgia had a weakness in the conceptual area of curriculum where 66% were below the national median. The best conceptual area was assessment where only 41% were below the national median.
- The passing rate for the core special education test, which all specialty areas also take, was 78%. The weakest content area in the core was in the area of service delivery where only 56% were below the national median.
- Early childhood had a 74% passing rate for 35 test takers in the written Content Area Exercises. The passing rate (62%) for the Curriculum, Instruction & Assessment test (N = 45) showed a strength in assessment were only 31% were below the median and a weakness in Art & Physical Education where 71% were below the national median.
- Middle grades education had an 80% passing rate for Principles of Learning & Teaching (n = 15), middle school Language Arts Content test had a passing rate of 99% (n=23). The other content area tests had from a 75% to 79% passing rate.
- Secondary education (M.A.T.) only had two areas reported on due to the ETS rule of 10. The passing rates for the two biology tests were 42% and 67%. The passing rates for the broad field social studies were 58% and 92%.
- In Educational Leadership there were 81 test takers with a 79% passing rate. The five concept area breakdowns showed that the scores were about the same as last year with a range from 51% to 66% below the national median score.
- In Music Education (n = 11) the passing rates for the two required music tests were 64% and 54%. There was no report for Health and Physical education (n = 9) due to the rule of ten.
• When the Georgia Professional Standards Commission updates its web site, the passing rates can be found and downloaded. Right now there is only 1999-2000 passing rate data that is available; http://www.gapsc.com/EducatorAccountability/1999_2000_Quality_Report_Card.asp

2. The following data represents an analysis of Praxis scores for program completers.

**Praxis II: Subject Assessments/Specialty Area Tests**

**Results for 2001 Program Completers as of July 1, 2001**

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
<th>Pass/Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>40</td>
<td>38/2</td>
<td>95%</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>37</td>
<td>32/5</td>
<td>*86%</td>
</tr>
<tr>
<td>Special Education</td>
<td>18</td>
<td>18/0</td>
<td>100%</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2/0</td>
<td>100%</td>
</tr>
<tr>
<td>MAT</td>
<td>16</td>
<td>12/4</td>
<td><strong>75%</strong></td>
</tr>
<tr>
<td>HPE</td>
<td>14</td>
<td>9/5</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>127</td>
<td>111/16</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Results for 2001 Program Completers Including Those Passing After July 1, 2001**

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
<th>Pass/Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>40</td>
<td>38/2</td>
<td>95%</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>37</td>
<td>36/1</td>
<td>97%</td>
</tr>
<tr>
<td>Special Education</td>
<td>18</td>
<td>18/0</td>
<td>100%</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2/0</td>
<td>100%</td>
</tr>
<tr>
<td>MAT</td>
<td>16</td>
<td>13/3</td>
<td>81%</td>
</tr>
<tr>
<td>HPE</td>
<td>14</td>
<td>9/5</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>127</td>
<td>116/11</td>
<td>91%</td>
</tr>
</tbody>
</table>

*All non-passing students but one passed the test after the cut of date. The one student who did not pass changed her major to technology and enrolled in the graduate program; she is an international student.

**One non-passing student passed after the cut date. The new pass rate was 81%. Of the four not passing, half were transfer students with content courses taught at other institutions.
## Minority Teachers
### Race/Gender Teachers Prepared at GCSU as of July 1 Cut Dates

<table>
<thead>
<tr>
<th>*GC&amp;SU Praxis II Data</th>
<th>% Passed 1999-2000</th>
<th>% Passed 2000-2001</th>
<th>% Passed 2001-2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>5 of 6 = 83%</td>
<td>7 of 12 = 58%</td>
<td>10 of 12 = 83%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>95 of 105 = 90%</td>
<td>104 of 115 = 90%</td>
<td>93 of 100 = 93%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>0</td>
<td>1 of 1 = 100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 of 111 = 90%</td>
<td>111 of 127 = 87%</td>
<td>104 of 113 = 92%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>12 of 16 = 75%</td>
<td>12 of 18 = 67%</td>
<td>14 of 15 = 93%</td>
</tr>
<tr>
<td>Female</td>
<td>88 of 95 = 93%</td>
<td>99 of 109 = 91%</td>
<td>90 of 98 = 92%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 of 111 = 90%</td>
<td>111 of 127 = 87%</td>
<td>104 of 113 = 92%</td>
</tr>
</tbody>
</table>

## Longitudinal Comparative Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>43 of 45 = 96%</td>
<td>38 of 40 = 95%</td>
<td>27 of 29 = 93%</td>
<td>108 of 114 = 95%</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>26 of 30 = 87%</td>
<td>32 of 37 = 86%</td>
<td>26 of 26 = 100%</td>
<td>84 of 93 = 90%</td>
</tr>
<tr>
<td>Interrelated Special Education</td>
<td>19 of 19 = 100%</td>
<td>18 of 18 = 100%</td>
<td>18 of 19 = 95%</td>
<td>55 of 56 = 98%</td>
</tr>
<tr>
<td>Music</td>
<td>5 of 9 = 62.5%</td>
<td>2 of 2 = 100%</td>
<td>5 of 7 = 67%</td>
<td>12 of 18 = 67%</td>
</tr>
<tr>
<td>MAT</td>
<td>12 of 16 = 75%*</td>
<td>22 of 25 = 88%**</td>
<td>34 of 41 = 83%</td>
<td></td>
</tr>
<tr>
<td>HPE</td>
<td>7 of 8 = 88%</td>
<td>9 of 14 = 64%</td>
<td>6 of 7 = 86%</td>
<td>22 of 29 = 76%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100 of 111 = 90%</td>
<td>111 of 127 = 87%</td>
<td>104 of 113 = 92%</td>
<td>315 of 351 = 90%</td>
</tr>
</tbody>
</table>

* one passed after the deadline changing the data to 13 of 16 = 81%
** Two passed after the deadline changing the data to 24 of 25 = 96%
Every spring the GC&SU Career Center sponsors a job fair and invites school systems from all over Georgia to send recruiters to this event. All students completing initial certification are encouraged to attend, submit their resumes and schedule afternoon interviews with school systems where they are interested in working. In the packet for the school system, the assessment committee included a two page questionnaire for the recruiters to fill out and leave at the main desk. Part of the questionnaire is a needs analysis and the next page is a satisfaction survey.

Satisfaction with Overall Quality of GC&SU Graduates was 100% Positive

Note: Seven of the 26 respondents did not answer the Satisfaction questions because they had no personal knowledge, for example they were recruiters from the school system central office staff. Of the rest, 47% rated our recent graduates as Excellent and 53% rated them as Good.
Satisfaction with GC&SU Hires

100% Rated the Overall Quality of GC&SU Beginning Teachers as Good or Excellent

<table>
<thead>
<tr>
<th>Middle GA</th>
<th>Overall Quality</th>
<th>Count</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>Good</td>
<td>3</td>
<td>42.9%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>4</td>
<td>57.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>yes</td>
<td>Count</td>
<td>6</td>
<td>54.5%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>5</td>
<td>45.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>9</td>
<td>50.0%</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>9</td>
<td>50.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Quality Ratings by Middle Georgia School Systems were 46% Excellent. Schools outside of Middle Georgia had even higher ratings (57% excellent). Of the 26 respondents, 8 had not hired any of our graduates recently and so did not reply to this part of the questionnaire.

Our students were rated highest in their content knowledge, their ability to work with challenging students, and their reliability and judgment. Next came their interpersonal skills, their ability to use technology, their teaching ability and their ability to test and assess learning. Lowest rated was their understanding of current educational laws and
their ability to manage behavior. There were many positive comments about our students and our teacher education preparation program. See the next page.

E. Career Mentoring Efforts

The Induction Program at GC&SU is coordinated through a standing committee in the John H. Lounsbury School of Education. The committee joined efforts with the Oconee RESA and extended the opportunity to all beginning teachers and administrators in the Oconee RESA area as well as Jones County. Faculty were awarded release time to work with recent graduates during their first year of teaching. As a part of this project, we teamed with the Oconee RESA and hosted a spring retreat on our campus for all beginning teachers in our area. Representatives from the Board of Regents and the Professional Standards Commission attended the retreat.

F. Alumni Accomplishments

A web site was created to document some of the honors earned by current and former teacher candidates: <http://www.faculty.de.gcsu.edu/~cbader/honorsearned.html>. A synopsis of the reported of these accolades include:

Georgia Chair of the State Board of Education--Wanda Barrs
County Teacher of the Year --Cindy Hall Crew and Regina Brookins
School Teacher of the Year--Ketura Collins
National Board Certification--Rachel Moss and Wendy Hamm
Outstanding Recent Alumni Award --Pam Nutt
Omicron Delta Kappa--Holly Adkins, Maleea Carnes, Kristan Jones
Alpha Lambda Delta--Jennifer Lee Blount, Kelly Ann Canady, Sara Emily Dausner, Natalie Johnson, Amerly Dean Latham, Melissa Mitchell, Larissa Murphy, Pricilla Lorene Poole, Katie Saxon, Ashley Sonclair, Shannon Renee Smith, Kathryn E. Stein, and Crystal Sutton
Top 100 Freshmen for 2002-2003--Kelly Canady, Meredith Cobert, Mary Kauffman, Kathleen Gilreath, Larissa Murphy, Lindsey Earle, and Kaci Jackson
Who's Who in American Universities--Kasey Connell, Beth Goldstein, Marilyn Meusel, Brooke Few, Kristy Malcom, Amanda Tarpley
New Ambassador Team Members--Drew Ashton and Kellie GC&SU Orientation Leader Team--Kellie Mathis
Ms. GC&SU--Ashlin Stephens
Teacher is Tops through WMAZ Channel 13--Susan McMillan
V. Resources to Support Academic Programs and Core Curriculum

A. Average Class Size

Average Lecture Class Size, Fall Semesters

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Education</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>17</td>
<td>20</td>
<td>17</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>All University</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

The School of Education posts the smallest average lecture class size. The goal is to continue this small class size in response to our liberal arts mission.
B. Enrollment Patterns:

### Enrollment Patterns by Number and Percent by Level

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S EDUCATION</td>
<td>FR</td>
<td>91</td>
<td>87</td>
<td>139</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>SO</td>
<td>75</td>
<td>81</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>JU</td>
<td>108</td>
<td>102</td>
<td>100</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>SE</td>
<td>205</td>
<td>130</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>GR</td>
<td>552</td>
<td>590</td>
<td>550</td>
<td>455</td>
</tr>
<tr>
<td>Total</td>
<td>1031</td>
<td>990</td>
<td>948</td>
<td>847</td>
<td>928</td>
</tr>
</tbody>
</table>

The additional faculty directed to the School of Education through the Special Initiative Funding provided the opportunity to increase the number of students admitted to teacher education. The decline in graduate enrollment is addressed in our comprehensive recruitment plan.

### Majors by Program
*(Fall 1998-Fall 2002)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>1472</td>
<td>1449</td>
<td>1543</td>
<td>2154</td>
<td>2518</td>
</tr>
<tr>
<td>Business</td>
<td>1106</td>
<td>1082</td>
<td>1243</td>
<td>1276</td>
<td>1339</td>
</tr>
<tr>
<td>Education</td>
<td>1024</td>
<td>992</td>
<td>937</td>
<td>852</td>
<td>928</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>709</td>
<td>657</td>
<td>774</td>
<td>624</td>
<td>705</td>
</tr>
</tbody>
</table>

The decline in majors from 1998 to 1999 was due to the change from our traditional program to the cohort model and to the decision to close the Dublin Campus. The increase in 2002 is related to the additional faculty hired through the Special Initiative Funding.
### Summary of Total Undergraduate Enrollment by Headcount
(Fall 1999–Fall 2002)

<table>
<thead>
<tr>
<th>School/College</th>
<th>1999 F Enrol</th>
<th>% of GC&amp;S U</th>
<th>2000 F Enrol</th>
<th>% of GC&amp;S U</th>
<th>2001 F Enrol</th>
<th>% of GC&amp;S U</th>
<th>2002 F Enrol</th>
<th>% of GC&amp;S U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>1,456</td>
<td>28.2%</td>
<td>1,667</td>
<td>32.6%</td>
<td>2,154</td>
<td>42.1%</td>
<td>2,488</td>
<td>45.2%</td>
</tr>
<tr>
<td>Business</td>
<td>1,073</td>
<td>20.7%</td>
<td>1,229</td>
<td>24.0%</td>
<td>1,276</td>
<td>24.9%</td>
<td>1,339</td>
<td>24.3%</td>
</tr>
<tr>
<td>Education</td>
<td>1,083</td>
<td>20.9%</td>
<td>945</td>
<td>18.5%</td>
<td>852</td>
<td>16.6%</td>
<td>929</td>
<td>16.9%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>635</td>
<td>12.3%</td>
<td>676</td>
<td>13.2%</td>
<td>624</td>
<td>12.2%</td>
<td>707</td>
<td>12.8%</td>
</tr>
<tr>
<td>General College</td>
<td>925</td>
<td>17.9%</td>
<td>601</td>
<td>11.4%</td>
<td>215</td>
<td>4.2%</td>
<td>44</td>
<td>.8%</td>
</tr>
</tbody>
</table>

The decline in number of students in education as compared to the total university reflects the change in student population as a direct result of the liberal arts mission.

### Summary of Total Graduate Enrollment by Headcount
(Fall 1999–Fall 2002)

<table>
<thead>
<tr>
<th>School/Col.</th>
<th>1999 F Enrol</th>
<th>% of GCSSU</th>
<th>2000 F Enrol</th>
<th>% of GCSSU</th>
<th>2001 F Enrol</th>
<th>% of GCSSU</th>
<th>2002 F Enrol</th>
<th>% of GCSSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>219</td>
<td>20.2%</td>
<td>249</td>
<td>22.4%</td>
<td>239</td>
<td>24.2%</td>
<td>252</td>
<td>23.8%</td>
</tr>
<tr>
<td>Business</td>
<td>157</td>
<td>14.5%</td>
<td>194</td>
<td>17.5%</td>
<td>228</td>
<td>23.1%</td>
<td>224</td>
<td>21.1%</td>
</tr>
<tr>
<td>Education</td>
<td>578</td>
<td>53.4%</td>
<td>538</td>
<td>48.5%</td>
<td>449</td>
<td>45.3%</td>
<td>495</td>
<td>46.7%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>81</td>
<td>7.5%</td>
<td>102</td>
<td>9.2%</td>
<td>72</td>
<td>7.3%</td>
<td>79</td>
<td>7.5%</td>
</tr>
<tr>
<td>General College</td>
<td>47</td>
<td>4.3%</td>
<td>27</td>
<td>2.4%</td>
<td>--</td>
<td>--</td>
<td>10</td>
<td>.9%</td>
</tr>
</tbody>
</table>

The School of Education continues to prepare the majority of graduate students. The decline in enrollment is due in part to the closing of the Dublin Campus.
### Summary of Total Semester Hours
(Fall 1999-Fall 2002)

<table>
<thead>
<tr>
<th></th>
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<td>Arts &amp; Sciences</td>
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<td>59.1%</td>
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<td>59.2%</td>
<td>39,799</td>
<td>61.5%</td>
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<td>19.4%</td>
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<td>12,868</td>
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<tr>
<td>Education</td>
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<td>6,626</td>
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<td>5,291</td>
<td>8.8%</td>
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<td>1,225</td>
<td>2.1%</td>
<td>1,665</td>
<td>2.8%</td>
<td>970</td>
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The total semester hour production remained relatively steady throughout this period.

**C. Departmental Profiles**

**Early Childhood and Middle Grades Profile, Fall 2002**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
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<tr>
<td>Freshman</td>
<td>120</td>
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<tr>
<td>Sophomore</td>
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<tr>
<td>Junior</td>
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<tr>
<td>Senior</td>
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<tr>
<td>Graduate</td>
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</tr>
<tr>
<td>Men</td>
<td>36</td>
<td>7%</td>
</tr>
<tr>
<td>Women</td>
<td>418</td>
<td>93%</td>
</tr>
<tr>
<td>African American</td>
<td>43</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Multiple Ethnicity</td>
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<td>0%</td>
</tr>
<tr>
<td>White</td>
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<tr>
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</tr>
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<td>Undergraduate Full-time</td>
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<td>95%</td>
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</table>
Foundations and Secondary Education Profile, Fall 2002

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Graduate*</td>
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<td>100%</td>
</tr>
<tr>
<td>Men</td>
<td>32</td>
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</tr>
<tr>
<td>Women</td>
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<tr>
<td>African American</td>
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<td>0%</td>
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<tr>
<td>Asian</td>
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<td>1%</td>
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<tr>
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<td>1%</td>
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</tr>
<tr>
<td>White</td>
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<td>91%</td>
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</table>

*3 students miscoded as undergraduate; affects total for gender and race

Special Education and Administration Profile, Fall 2002

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</thead>
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<tr>
<td>Freshman</td>
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<tr>
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<tr>
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<tr>
<td>Men</td>
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<tr>
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<tr>
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<tr>
<td>Undergraduate Full-time</td>
<td>76</td>
<td>99%</td>
</tr>
</tbody>
</table>

D. Faculty New to the Program and Leaving the Program

The following faculty were hired during the 2002-2003 academic year: Dr. Carol Bader, Dr. Larry Bacnik, Dr. Heide Hlawaty, Dr. J. J. Hayden, Ms. Julie Parmley, Ms. Leigh Petroski, Ms. Cara Meade, Ms. Becky McMullen, and Ms. Revel Pogue.

The following faculty resigned or retired during the 2002-2003 academic year: Dr. Larry Bacnik, Dr. Gaynelle Brewer, Ms. Leigh Petroski, Dr. Catherine Powell, and Dr. Ron Trice.
VI. Faculty Professional Development

A. Efforts to Enhance Teaching Effectiveness

- Committees continue to work on preparation for the Fall 2004 NCATE/PSC visit. Regular meetings are held with the committees and the leadership team to ensure that adequate progress is being achieved.
- Faculty are field testing the draft performance assessment instruments for initial, masters, and specialist students.
- Four faculty (Bader, Martin, Good, and Smith) attended the NCATE training held in Washington, D.C. This brings a total of 14 faculty from GC&SU who have attended national training on the NCATE process.
- A faculty meeting was devoted to intensive review of the National Board of Professional Teaching Standards. Consultants were invited to present to the faculty about the process. One faculty member is applying for national certification during the 2003-2004 academic year.

B. Scholarly, Professional, and Service Activities of Faculty

Faculty Accomplishments
- 16 Presentations at state conferences
- 14 Presentations at national conferences
- 2 Presentations at international conferences
- 5 Articles published in refereed journals
- 7 Books published and/or in progress
- 4 Faculty serve as reviewers for national publications
- Les Crawford received a Fulbright Scholarship

A web site has recently been created to record major faculty awards. The URL for this site is http://www.faculty.de.gcsu.edu/~cbader/facultyawards.html

C. Use of Faculty Development Fund Activities

At the Fall 2002 School of Education Professional Development Committee meeting, it was decided to adopt a technology emphasis for the year. A survey, asking faculty to indicate preferences between several possible technology programs was distributed at the SOE faculty meeting of October 21, 2002. Responses indicated faculty interest in WebCT and in making and using faculty web pages. A web page making workshop was scheduled for December 9, 2002. The Committee voted to use its allocated funds to pay for individual professional development projects by faculty. A call for proposals was sent to faculty in January. Four proposals were received and all were funded. As there were funds remaining, a later proposal was received and funded.

A second workshop was scheduled for April 24, 2003 on designing an online course using WebCT. The Workshop, entitled "Don’t Re-invent the Wheel! the Design and
Organization of a WebCT Course," was presented to a small group of fulltime and adjunct faculty. Dr. Autumn Grubb taught the first part of the program. Two School of Education faculty members, Dr. Tish Seay and Dr. Brenda Trice gave presentations on how they use Web CT. The program was videotaped and was made available in the Curriculum Center, along with a copy of Dr. Grubb's handouts.

D. Awards

1. Dr. Karynne Kleine received the Georgia College & State University Excellence in Teaching Award. This award, given by the Georgia College & State University Foundation: is for $500. These recipients are eligible for nomination for the Regents’ Teaching Excellence Award.

2. The Powell/Whipple Award is given to a member of the university community who has worked effectively with the School of Education in collaborative endeavors above and beyond what might be expected, and to the School of Education faculty member with whom the collaboration took place. 2003 Recipients: Dr. Autumn Grubb, Associate Professor of Teaching and Learning and Dr. Charlie Martin, Chair of Early Childhood and Middle Grades

VII. Annual Goal Setting Session

A. Goals: The annual goal setting session for the John H. Lounsbury School of Education was held on May 2. The following reports were submitted by the sub-committees.

Graduate Program – Dr. Cynthia Alby, Chair:

Areas for improvement in the graduate programs

- Create a committee of graduate faculty who meets 3-4 times a year like the Mentor Leader group. Within this group and within individual departments, create plans within each sub-department that address the following questions:
  1. How can we increase enrollment in those graduate programs where enrollment is currently low and increase the quality of our students in all programs? Consider new programs and programs in partner schools. Work with A&S to make the programs strong enough to draw students to us.
  2. How can we put in some decision points so that those not well suited to graduate work can be counseled out? Use EDEX as an example of this and base these on the NBPTS based rubrics/ make strong field components.
  3. How can we make each program cohesive and meaningful, rigorous and yet not unreasonably time consuming? Consider modified cohort models with a sequence of courses based on meeting the NBPTS standards.
  4. How can we address problems brought out in the graduate student satisfaction survey?
Partner School – Ms. Leigh Hern, Chair:

- School of Education goals which involve P-12 schools may be expressed at the University, however, should be enacted only with agreement of (and possibly revised with the individual site) the P-12 school’s framework.  
Primary Goals:  
- Redefine the “contracts” to differentiate the goals of a Professional Development School and a Partner School, including a more explicit description of P-12 and University responsibilities within each type of partnership.  
- The committee would recommend that people who are liaisons with PDS schools (presently Brian Mumma, Dee Russell, Julie Parmley, and Nancy Mizelle) and PDS administration and/or faculty be involved with the revision.  
- Before PDS and Partner School contracts are offered, a University/P-12 committee be charged to define a “process for renewing contracts” which would include evaluation of goals and progress of goals from all stakeholders.  
- The committee recommends that before contracts are signed by administration that the P-12 faculty at the school site are in agreement with the intent of the contract.  
- Identify and develop at least one (1) clinical faculty member per PDS. Within PSC/NCATE definition of clinical faculty, the nature and purpose of clinical faculty should be defined by the PDS and the University Liaison.  
- Research/investigate the possibility of a High School PDS, specifically in the Bibb County area.

Faculty & Staff Professional Development – Dr. Karynne Kleine, Chair:

- To improve the salaries of faculty and staff  
  1. Dr. Bader to complete salary study in which faculty salaries are compared to those from COPLAC institutions, other faculty on campus, and the market value of PK-12 institutions. This study will be presented to Dr. Gormly and used to leverage salary increases.  
  2. Secretaries who earn National Professional Certification for Secretaries to earn a supplement for this designation.  
- To create a culture where professional development is expected and fostered  
  1. Professional Development Committee to set the expectation that learning from professional development activities be shared with faculty and staff by establishing a vehicle for sharing.  

Professional Development Committee to set up a website/clearinghouse where upcoming faculty professional
experiences and monetary awards extended are publicized.

2. Administration to establish a FIRM rotation of courses so that faculty know at least 2 semesters in advance what their teaching schedule will entail in order to give them ample time to prepare. Also ensure that only those with expertise teach courses.

Praxis – Dr. Rosemary Jackson, Chair Praxis II

- We suggest that when we "clean up" the Praxis scores so that they truly reflect the performance of our program completers, we send these scores to Binky Strickland in hopes that she can get these in to local newspapers and possibly into the Alumni Newsletter.
- We suggest that members from SOE and A&S collaborate to conduct at least one workshop per year for our students that focuses on the content areas of the Praxis II. Professors from the MAT program and the Middle Grades program should work together to organize this.
- We suggest that the new Secondary Education Club headed by Dr. Alby focus on Praxis II preparation and encourage students to take the Praxis II in their content areas upon completing their content degree. We also suggest that the Teacher Preparation Council consider making the content area Praxis II a requirement for admission into the MAT program.
- We suggest that money be provided for faculty members who wish to take the Praxis II.

Praxis I

** One goal that has been accomplished is to focus on encouraging freshmen pre-education majors to take the Praxis I by incorporating this requirement into an Area F course. EDEX 2210 now requires students who take this course to choose one of the following options:

- Obtain an Exemption form officially stating that they exempt the Praxis with SAT or ACT scores
- Participate in the Plato preparation program and provide evidence of doing so
- Take and pass the Praxis I during the semester.

EDEX 2210 is required for admission into the Cohort program and is usually taken by students during spring semester of their freshman year.
Induction – Dr. Nancy Mizelle, Chair
Building on the work that was accomplished by the Induction Committee in collaboration with the Oconee RESA, the Induction Committee sets the following three goals for 2003-2004:

- Continue the collaborative work with Dr. Mike Walker, Oconee RESA Director, on a model of support and ongoing professional development for beginning teachers and their mentor teachers; extend that collaborative effort to the Heart of Georgia and Middle Georgia RESA areas.
- Develop a focus group of key stakeholders (at a minimum -- school administrators, mentor teachers, beginning teachers, RESA representatives, and GC&SU faculty) to discuss the issue of induction and develop an action plan for encouraging administrators to “buy into”/support the process.
- Link the work of the Induction Committee with the work with our partner/PDS schools.

Activities to support these goals will include:

- Mentor Leaders will be encouraged to maintain contact with their Cohorts (set up a listserv if they have not already done so).
- An online survey (at least a trial run) will be done in the fall.
- Different groups/funding sources (e.g., Board of Regents; Professional Standards Commission; RESA; PT3 grant managers) will be approached for funding.
- An Induction Conference will be held in late November/early December.
- Problem-solving lectures will be considered for other times during the year, depending on identified needs.

Grants – Dr. J. J. Hayden, Chair

- Define the purpose and culture in which the pursuit and implementation of grant funded projects are carried out.
- Establish a framework of processes and supporting resources such as workshops, collaborative and peer review of project proposals.
- Set aside faculty resources for grant opportunity development.
- Create an information infrastructure to support the production and management of grant supported projects.
VIII. School Highlights of the Year

A. Burgess Scholarship
A scholarship has been established at Georgia College & State University honoring the memory of Deana Burgess. Burgess was serving as the field-based teacher education liaison for the Department of Early Childhood and Middle Grades Education at GC&SU when she died in an automobile accident last year. She joined the faculty at GC&SU in the fall of 2000. Prior to coming to GC&SU, she worked with the Baldwin County Schools, Georgia Military College, and John Milledge Academy. During her two years at GC&SU, she was successful in establishing an outstanding partner school network.

B. The Elizabeth A. Rihm Award
The faculty members in the special education program have unanimously approved the establishment of the Beth Rihm Award to be given yearly to the graduating senior in the special education program who has demonstrated an outstanding commitment to others through volunteer service in the community. This award will be presented yearly at the John H. Lounsbury School of Education Honors Convocation beginning spring 2004 and will also be displayed in the department office on a permanent plaque.

C. Collegiate Middle Level Association
Faculty in the Early Childhood and Middle Grades Department initiated a new student organization, the Collegiate Middle Level Association, for students majoring in middle grades education.

D. Educational Leadership External Review
The GC&SU educational leadership program completed a self-assessment based upon the Regents’ Principles for the Preparation of Leaders for the Schools. The self-assessment was reviewed by an external review team and a site visit was conducted in February of this year. The review team noted that according to Hall and Hord’s (2001) scale of innovation use, GC&SU appears to be operating primarily at Level 3 – Mechanical Use. The external review team offered several suggestions for improvement along with the formal assessment based on each component as compared to the established rubric. The team commended the faculty for their candid self-assessment stating that “Your report was the most honest self-assessment of all institutional reports received.”

E. Georgia Teacher Alternative Preparation Program
The School of Education entered an agreement with the Oconee RESA to operate a Georgia Teacher Alternative Preparation Program. Seventeen students enrolled in the program for the first year. Five of the seventeen enrolled in a graduate program seeking a master’s degree in education.

F. Masters of Art in Teaching with Certification in Business Education
The MAT in business education provides initial teacher preparation at the master’s degree level for qualified candidates who hold a bachelor’s degree from a regionally accredited institution with a major in one of the content fields in business.
certification was added based upon the decline in business teacher education programs and the critical need for teachers certified in business education (Business Education was added as a critical need field and students are eligible for the HOPE graduate scholarship based upon this status).

**G. Master of Education with Emphasis in Reading**
The Department of Early Childhood and Middle Grades Education is in the process of submitting a formal proposal to the Board of Regents for the initiation of a new degree, the Master of Education with a major in reading. There are two unique features of the delivery model for the program: 1) The Practicum and Seminar in Reading (EDRD 6005) will be a supervised field experience taking place in the students’ classrooms, and 2) The Independent Field-Based Project ((EDRD 6217) will be carried out in the students’ classrooms. School superintendents in the Oconee RESA indicated that they have a current need for teachers with the knowledge and skills developed by this program. School principals also indicated their need for teaching and administrative personnel who can work with them to improve the reading achievement of their students. Informal contacts with bachelor’s level teachers have revealed an interest in the program.

**IX. External Reports**

A. The Board of Regents’ Fifth Annual Progress Report on the Principles and Actions for the Preparation of Educators for the Schools
You will find the BOR Principles Report on line at the following URL
http://www.faculty.de.gcsu.edu/~cbader/soeindex.html Scroll down to "Data" then click on "Fifth Annual Report."

B. NCATE Report
You will find the NCATE Part C annual report at the following URL
http://www.faculty.de.gcsu.edu/~cbader/ncatec.html

C. Title II Report
You will find the Title II Report on line at the following URL
http://www.faculty.de.gcsu.edu/~cbader/pscquestionnaire.html

**X. Department of Early Childhood and Middle Grades Education**

**Department of Early Childhood and Middle Grades Education**
**Program Review, April 1, 2003**

**Introductory Statements.** The Department of Early Childhood and Middle Grades Education Program has a broad set of responsibilities. At the undergraduate level we offer cohort programs for teacher candidates in early childhood education (pre-school through grade 5) and middle grades education (grade 4 through grade 8). At the graduate level we offer the M.Ed. in Early Childhood and in Middle Grades Education. We also provide courses in Reading Education that support both undergraduate and graduate
programs in our department and in special education. Courses in Reading also support the School of Education’s initial certification program at the graduate level, the Masters of Arts in Teaching. In addition to offering an Endorsement in Reading, this year we began the process to add a Masters in Reading Education. The Department offers courses in a fourth area, Education Integrative Studies. These courses support initial certification programs at the undergraduate level in the Department and for Special Education. Our faculty members are active in pursuits beyond the Department that affect their teaching loads. These included co-directing GC&SU’s Preparing Tomorrow’s Teachers to Use Technology grant- The Prometheus Project; teaching content courses in the Biology, Interdisciplinary Studies, and Geography; and developing courses that are co-taught with faculty in other departments.

We also have responsibilities defined by the Board of Regents Principles for Teacher Education, which are not reflected by data collected by IPPA. Most notably are the development of partnerships with K-12 schools, through our Partner School Network, and the support of recent graduates through our Induction Program.

This year we were also confronted with continued increases in enrollment in our Early Childhood cohort program. For the first time we had to form a third cohort, requiring a third mentor leader and additional sections of courses both in the School of Education and the School of Liberal Arts and Sciences to support the group. If this trend continues we will be force, very soon, to either acquire additional faculty, reallocate existing faculty and associated priorities, or make changes in admissions into the program. Changes in admission might include making the process competitive- not accepting all students who meet the admissions requirements, or raising admissions requirements. However, restricting admissions for qualified candidates at a time when the state is experiencing teacher shortages does not seem like a good alternative.

Budget

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### Average Class size 2000-2002

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<td>5</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td><strong>2002</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC</td>
<td>10</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>17</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>EDMG</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>13</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>EDIS</td>
<td>6</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>EDRD</td>
<td>6</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

IPPA data for average class size is difficult to interpret given the way courses are organized and classified. First the data combines both graduate and undergraduate. There are a number of graduate courses that are “cross-listed” as both EDEC and EDMG (e.g., EDEC 6260 and EDMG 6260) and are taught by a single instructor. EDIS courses are incorrectly listed under the Department of Foundations and Secondary Education. Next, the designations of classes as lecture or lab or lecture/lab are erroneous. Corrections have been made with IPPA so these designations should be correct in the future. The chart below presents data for our four course areas (EC = Early Childhood, MG = Middle Grades, EC/MG = cross-listed courses, EDIS = Educational Integrative Studies, and RD = Reading; U = undergraduate course and G = Graduate course. We do not offer any courses that are cross-listed graduate/undergraduate.).

We need to determine how to handle courses that were “added to the schedule” to meet the needs of a single student- as in the case of an independent study. Those are not included in the chart below as they were always taken on as an “overload.” Examining the chart below, you can see that the results for the EDIS courses (all undergraduate) are identical to those reported by IPPA. The same is true for EDRD courses. However, differences are evident in EDEC and EDMG figures, I believe, for the reasons stated above.
Table 3: Average Class Size Data
Compiled from Course Enrollment Figures 2001-2002

<table>
<thead>
<tr>
<th>F 2001</th>
<th>EC-U</th>
<th>EC-G</th>
<th>MG-U</th>
<th>MG-G</th>
<th>EDMG-G</th>
<th>EDIS</th>
<th>RD-U</th>
<th>RD-G</th>
<th>Total U</th>
<th>Total G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>12</td>
<td>40</td>
<td>4</td>
<td>36</td>
<td>219</td>
<td>151</td>
<td>30</td>
<td>496</td>
<td>82</td>
</tr>
<tr>
<td>Average</td>
<td>21.5</td>
<td>12.0</td>
<td>13.3</td>
<td>4.0</td>
<td>12.0</td>
<td>21.9</td>
<td>18.9</td>
<td>7.5</td>
<td>19.8</td>
<td>9.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F 2002</th>
<th>EC-U</th>
<th>EC-G</th>
<th>MG-U</th>
<th>MG-G</th>
<th>EDMG-G</th>
<th>EDIS</th>
<th>RD-U</th>
<th>RD-G</th>
<th>Total U</th>
<th>Total G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>12</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td>6</td>
<td>80</td>
<td>7</td>
<td>43</td>
<td>254</td>
<td>165</td>
<td>19</td>
<td>712</td>
<td>75</td>
</tr>
<tr>
<td>Average</td>
<td>17.8</td>
<td>6</td>
<td>13.3</td>
<td>7</td>
<td>14.3</td>
<td>25.4</td>
<td>16.5</td>
<td>9.5</td>
<td>18.7</td>
<td>10.7</td>
</tr>
</tbody>
</table>

Student/Faculty Ratio and Average Lecture Size by Level

These results are identical to the chart presented in Table 3 above since each section is taught by a single instructor. For example, the average student/faculty ratio in Fall 2002 for undergraduate EDEC class (3000 and 4000 level) was 17.8 students in 12 sections. IPPA data for Average Lecture Size by Level is meaningless since none of our courses are designated as solely Lecture. As noted before, in the IPPA chart presented earlier (see Table 2), some course were designated as lecture, but these have been corrected.

Percentage of Classes Taught by Part-time Faculty

Table 4: Percentage of Credit Hours Generated by Part-time Faculty 2001-2002

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>33.3%</td>
<td>0%</td>
</tr>
<tr>
<td>EDMG</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>EDRD</td>
<td>25%</td>
<td>33.3%</td>
</tr>
<tr>
<td>EDIS</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Enrollment in Major

Table 5: IPPA Data on Enrollment for Early Childhood or Pre-Early Childhood Majors 1998-2002.

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total UG</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>106</td>
<td>52</td>
<td>65</td>
<td>57</td>
<td>280</td>
<td>61</td>
</tr>
<tr>
<td>2001</td>
<td>85</td>
<td>51</td>
<td>66</td>
<td>34</td>
<td>236</td>
<td>33</td>
</tr>
<tr>
<td>2000</td>
<td>Data not available from IPPA Website</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>55</td>
<td>51</td>
<td>55</td>
<td>57</td>
<td>218</td>
<td>84</td>
</tr>
<tr>
<td>1998</td>
<td>64</td>
<td>47</td>
<td>58</td>
<td>101</td>
<td>270</td>
<td>93</td>
</tr>
</tbody>
</table>

Examining the IPPA data, it appears that designations of class are based on the number of credit hours completed. This could account for some discrepancies between data on this chart and data based on cohort enrollment figures at the junior and senior levels. Also, I...
avoided the issue of distinguishing between education and pre-education majors, since some students are erroneously classified as early childhood major before they are accepted into the cohort program and pre-education does not appear in the IPPA data prior to 2001. Actual enrollment data in Early Childhood and Middle Grades cohorts are presented in Table 7. Note that a drop in majors after 1998 was due in part to closing off campus programs. This also affected graduate enrollment. In addition graduate enrollment has been affected by the proliferation of online master’s degrees being marketed in middle Georgia.

Table 6: IPPA Data on Enrollment for Middle Grades or Pre-Middle Grades Majors 1998-2002

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total UG</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>1</td>
<td>5</td>
<td>27</td>
<td>14</td>
<td>47</td>
<td>33</td>
</tr>
<tr>
<td>2001</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>28</td>
<td>51</td>
<td>31</td>
</tr>
<tr>
<td>2000</td>
<td>Data not available from IPPA Website</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>12</td>
<td>17</td>
<td>33</td>
<td>40</td>
<td>102</td>
<td>62</td>
</tr>
<tr>
<td>1998</td>
<td>10</td>
<td>14</td>
<td>31</td>
<td>68</td>
<td>123</td>
<td>58</td>
</tr>
</tbody>
</table>

We should also note the declining enrollment in Middle Grades Education. One thing to keep in mind when examining this data is that numbers in this program are affected by the “every other year” cycle of starting a cohort in Macon. In Table 7 look at the number of juniors and senior in the middle grades program in 2001 and 2002. So it’s important, since there has never been more than one middle grades cohort in any location, to use the total number of middle grades students as an indicator.

Table 7: Actual Enrollment in Early Childhood and Middle Grades Cohorts 2001-2002

<table>
<thead>
<tr>
<th></th>
<th>EC Juniors</th>
<th>EC Seniors</th>
<th>EC Total</th>
<th>MG Juniors</th>
<th>MG Seniors</th>
<th>MG Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>55</td>
<td>51</td>
<td>106</td>
<td>30</td>
<td>10</td>
<td>40</td>
<td>146</td>
</tr>
<tr>
<td>2001</td>
<td>57</td>
<td>27</td>
<td>84</td>
<td>10</td>
<td>24</td>
<td>34</td>
<td>118</td>
</tr>
</tbody>
</table>

Credit Hour Production

Table 8: IPPA Data- Hour Production by Area Fall 2000-Fall 2002

<table>
<thead>
<tr>
<th></th>
<th>Upper</th>
<th>Grad</th>
<th>Total</th>
<th>% Dept</th>
<th>%College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>EDEC</td>
<td>269</td>
<td>105</td>
<td>374</td>
<td>19.99%</td>
</tr>
<tr>
<td></td>
<td>EDMG</td>
<td>120</td>
<td>63</td>
<td>183</td>
<td>9.78%</td>
</tr>
<tr>
<td></td>
<td>EDRD</td>
<td>495</td>
<td>57</td>
<td>552</td>
<td>29.50%</td>
</tr>
<tr>
<td></td>
<td>EDIS</td>
<td>762</td>
<td>0</td>
<td>762</td>
<td>40.73%</td>
</tr>
<tr>
<td>Total</td>
<td>1646</td>
<td>225</td>
<td>1871</td>
<td>100.00%</td>
<td>2.89</td>
</tr>
<tr>
<td>2001</td>
<td>Upper</td>
<td>Grad</td>
<td>Total</td>
<td>% Dept</td>
<td>%College</td>
</tr>
<tr>
<td></td>
<td>EDEC</td>
<td>234</td>
<td>90</td>
<td>324</td>
<td>18.82%</td>
</tr>
<tr>
<td></td>
<td>EDMG</td>
<td>126</td>
<td>72</td>
<td>198</td>
<td>11.50%</td>
</tr>
</tbody>
</table>
EDRD 453 90 543 31.53% 0.91
EDIS 657 0 657 38.15% 1.05
Total 1470 252 1722 100.00% 2.84

<table>
<thead>
<tr>
<th>Year</th>
<th>Upper</th>
<th>Grad</th>
<th>Total</th>
<th>% Dept</th>
<th>% College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>EDEC 252</td>
<td>72</td>
<td>324</td>
<td>19.10%</td>
<td>0.57</td>
</tr>
<tr>
<td></td>
<td>EDMG 301</td>
<td>51</td>
<td>352</td>
<td>20.75%</td>
<td>0.62</td>
</tr>
<tr>
<td></td>
<td>EDRD 207</td>
<td>216</td>
<td>423</td>
<td>24.94%</td>
<td>0.74</td>
</tr>
<tr>
<td></td>
<td>EDIS 597</td>
<td>0</td>
<td>597</td>
<td>35.20%</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Total 1357</td>
<td>339</td>
<td>1696</td>
<td>100.00%</td>
<td>2.98</td>
</tr>
</tbody>
</table>

It’s interesting to note that, although enrollment in the program has fluctuated, the department’s percent contribution to the college has remained stable through a period of increased enrollment on the campus.

**Yield Rates**

Using IPPA data, the yield rates are presented in Table 9. These data only reflect admission into GC&SU’s pre-education program, the undergraduate core curriculum. These do not indicate yield rates for our teacher education program, which begins in the junior year.

| Table 9: IPPA Yield Rates for Pre-EC and Pre-MG 2001-2002 |
|-------------------|-------------------|-------------------|-------------------|
|                   | Applied | Admitted | Enrolled | Yield |
| Fall 2001 EC      | 158     | 106     | 60      | 57%   |
| Fall 2002 EC      | 177     | 111     | 61      | 55%   |
| Fall 2001 MG      | 32      | 22      | 13      | 59%   |
| Fall 2002 MG      | 39      | 29      | 11      | 38%   |

**First to Second Year Retention Rates**

Students do not enter our program until they have completed core. Also, a large number of our candidates are transfer students.

**Graduation Rates**

Table 10 presents five-year data for graduation rates. Decreases were due in large part to the closing of the Dublin Campus. Numbers have increased dramatically the past two years.
Table 10: Early Childhood and Middle Grades Graduation Rates 1998-2002

<table>
<thead>
<tr>
<th>Major</th>
<th>Graduation Year</th>
<th>Degree</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>1998</td>
<td>BS</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>1999</td>
<td>BS</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>BS</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>BS</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>BS</td>
<td>27*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>13*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>44*</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>1998</td>
<td>BS</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>1999</td>
<td>BS</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>BS</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>BS</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>BS</td>
<td>27*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS</td>
<td>10*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MED</td>
<td>11*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>49*</td>
</tr>
</tbody>
</table>

* IPPA Data
Exit Exam Scores and/or Pass Rates

This year we pilot tested the scoring system for the revised M.Ed. exit exams in Early Childhood and Middle Grades. At this point our graduates are still required to take the test, but a cut score will not be established until this summer. The earliest we will be able to implement the requirement to pass the exit exam will be for students beginning programs of study in Summer 2003.

Percent of Students Passing Licensure Exams

Table 11 is based on data collected by Dr. Sheri Smoot as part of the School of Education’s on-going evaluation efforts. ETS passing rates below are for all persons who took these tests during the 2001-2002 period, but not all of them are program completers during this reporting period using the PSC definition of completers. People can take the tests even if they are not current students or if they are M.Ed. or non-degree certification only students who want to add another field to their certificate.

<table>
<thead>
<tr>
<th>Major</th>
<th>Year</th>
<th>Takers</th>
<th>% Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Content Area Exercise</td>
<td>35</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Curriculum, Instruction and Assessment</td>
<td>45</td>
<td>62</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>Teaching and Learning</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>23</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>&lt;10</td>
<td>Not reported</td>
</tr>
</tbody>
</table>

Brief Narrative Discussing these Data

Discussions have been included with each data set.

Itemization of the department’s goals in the past year, with discussion of which goals were met and in what ways.

1. Actively recruiting students and redesigning our graduate programs around rigorous programmatic strands. We have worked this year to address standards of our various accrediting and professional associations. This has resulted in modification of courses and the creation of others. Recruiting has focused on particular niches, such as the reading endorsement program and working with school systems to enroll their faculty members. Work on this objective should continue.
2. Identify early childhood and middle grades program coordinators to oversee course scheduling and faculty workloads. This has been accomplished.

3. Implement our induction program. We conducted two induction workshops this year. However, we continue to have difficulty maintaining contact with our graduates and in “selling” school systems on the importance of induction. Next year we will not have the resources to pay teachers to attend workshops nor will we have the release time we assigned for induction this year. We need to revise our plans given these limitations.

4. Refocus our early childhood programs with a clear focus on developmentally appropriate practice with greater attention to children from birth to age 8. Some progress has been made toward this goal. Progress has been made to align the program with NAEYC standards, work has begun with the Baldwin County Child and Family Development Center, and a draft of a “dream” program has been created.

5. Explore the development of a dual certification in early childhood special education. Discussion began with the Special Education Department regarding the feasibility of the idea.

**Statement of departmental goals for next year.**

1. Complete the development of the Reading Masters Degree program.
2. Implement the M.Ed. exit exam.
3. Develop targeted recruitment plan for graduate programs that focuses on specific audiences, programs, or schools systems.
4. Review field and class hours associated with the undergraduate cohort program to insure they are appropriate to meet program goals and are accurate with catalog descriptions.
5. Complete preparation for NCATE and SACS program reviews.
6. Reexamine role of Public School Liaisons and Partner School Network in the cohort program. This includes renewing and/or modifying partner school agreements.
7. In conjunction with Goal 6, revise our induction plan.
8. Develop a better system for coordinating courses for cohort program within the department and between our department and those departments in the School of Liberal Arts and Sciences.
9. Develop a set rotation of content courses for our M.Ed. programs, to be offered by the School of Liberal Arts and Sciences.
10. Explore the creation of an MAT in early childhood and middle grades.

Brief discussion of budgetary needs of the department, linked to the performance indicators and the departmental goals.

Our major budgetary need continues to be to increase faculty salaries so that there is equity across the College of Arts and Sciences and between university and public school faculty. We would like to see a clearly articulated plan over several years to address this issue.

Currently, a substantial number of our reading education courses (EDRD) are taught by part-time faculty. The increased number of early childhood, special education, and MAT
students requires more sections of reading courses at the graduate and undergraduate levels. In Fall 2002, 5 of 14 sections of reading and 3 of 4 graduate reading courses were taught by part-time faculty. This does not even take into account the growing interest in the reading endorsement program and the new M.Ed. in reading. We clearly need an additional faculty member in reading.

We need to make some tough decision related to new teacher induction. Board of Regents requires that we have a program to support our graduates during their first years of teaching. However, we’ve had to cut back on assigning faculty time to induction in order to cover classes this fall. In the fall 2003, we will only have one faculty member with one course release to address induction. This is clearly not sufficient, particularly as our graduation rate increases. The increased enrollment in Early Childhood has also forced us to reassign liaisons to mentoring cohorts. They no longer have the time to address other Regents mandated responsibilities like managing the Partner School Network. The liaisons would be natural choices to work with induction, but there is no time for that either since they are mentoring cohort students. Again, we need additional resources to meet induction and partner school demands.

XI. Department of Foundations and Secondary Education

Departmental Annual Self-Assessment

Foundations and Secondary Education

Inputs

Budget
2001: $9,399
2002: $26,224

Average class size
EDFS:
2001: 22 sections with an average of 16-18 students per class
2002: 24 sections with an average of 19 students per class
EDIT:
2001: 15 sections with an average of 16 students per class
2002: 18 sections with an average of 18 students per class

According to the IPPA statistics, EDIT offered 10 sections with an average of 15 students per section. But according to the on-line schedule, there were 18 classes with an EDIT prefix that were not independent studies. Of these, two (the 2210’s), are taught by faculty in another department. The average for the 18 sections is 18 by my count. Overall the number of students per class is up. Several were really too large, and next year I plan to use an adjunct or two to keep class sizes under 20.
According to the IPPA statistics, EDFS offered 24 sections with an average of 19 students per section. My count is the same. This is up slightly from last year. Several classes were unreasonably large, so next year I will limit undergraduate classes to 25 and graduate classes to 20.

EDIS is listed as being in Foundations and Secondary, but it is not. This is the second year we have had this problem. Hence the totals for this department are totally incorrect. I have notified Jim Purcell. The correct total for the EDFS/EDIT prefixes is: 42 sections with an average of 19 students per class. Bear in mind that this department offers only a handful of undergraduate classes, and that classes at the graduate level would be expected to be of a smaller size.

**Student/faculty ratio**
The ratio of students to faculty in this department is 18:1.

**Percentage of classes taught by part-time faculty**
1 of the 24 classes offered by EDFS this fall was taught by part-time faculty (4%).

This one class was taught by Ed Wolpert, the former dean of the SOE, so I feel very comfortable with that. Next year we will probably need to have 3 or 4 sections taught by part-timers.

2 of the 18 classes offered in EDIT was taught by part-time faculty (11%).

Chances are good the number of part-time faculty we will need to use is going to rise steadily. As we move toward our goal of induction for all graduates of initial certification programs and as we strive to increase the number of teachers we produce, the faculty we have are not going to be able to cover our needs.

**Performance**

**Enrollment in major**
Undergraduate education majors take their initial “Foundations of Education” course in Foundations and Secondary Education, but all of the majors in this department are in the graduate school.

EDFS undergraduates served:
2001: 205
2002: 216

EDFS graduate students:
2001: 41
2002: 61

EDIT graduate students:
2001: 51
2002: 46
EDFS graduate students are divided into 43 in secondary education (MAT). The MEd and EdS have a total of 18. One problem, however, is that I cannot see where our non-degree certification students are included in these numbers. We currently serve a rather large non-degree population of ten or more students.

The number of students in the EDIT program has fallen this year, but we have a recruitment plan in place to work on that.

**Credit hour production**

Again, EDIS has been included when it should not have. When the numbers are corrected they are:
% of the school: 28.2%
% of the college: 2.6%

I am pleased that Foundations and Secondary is responsible for 28% of the credit hour production. Educational Leadership and Early Childhood programs throughout the nation both tend to be significantly larger than Foundations programs, so this percentage is reasonable in my estimation.

**Yield rates**

**IPPA Data**
Total Education:

<table>
<thead>
<tr>
<th></th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>217</td>
<td>148</td>
<td>86</td>
<td>58%</td>
</tr>
<tr>
<td>2002</td>
<td>238</td>
<td>155</td>
<td>79</td>
<td>51%</td>
</tr>
</tbody>
</table>

The IPPA data only provided numbers for undergraduates. Recruitment of undergraduates is really a School-wide activity and not the work of any one department. To me, the most significant number is the enrolled to admitted percentage. We cannot accept everyone who applies because many do not meet the admissions criteria, but ideally all students who were admitted would enroll.

**First-to-second year retention rates**

I saw no first to second year retention rate data available. I would, however, be very interested in seeing this data since the first and second year student’s fall under the supervision of Foundations. We are currently working on a retention plan that we believe will be quite effective, but we will need appropriate data in order to be certain that it is indeed working.
One way I might try to guess at our retention rate would be to compare the number of 2001 freshmen to the number of 2002 sophomores. The one table that could supply that information has not been available for more than a week, however. Furthermore, since students may not declare their major as education until their sophomore year, this would also skew the numbers if they were available.

**Graduation rates**

Secondary Ed.
2001 MED 8, MAT 19, Ed.S. 6 Total **33**
2002 MEd na, MAT 24, Ed.S na Total

Graduation numbers are available for the MEd and EdS, but they are not accurate. Last year when I checked the 2001 numbers, only one or two graduates appeared. This year when I checked, the 2001 numbers showed 14 graduates. Perhaps next year at this time I’ll have accurate numbers for 2002.

I would also like to see non-degree certification students added to these numbers. While they may not receive a degree from GC&SU, they are still teachers we are preparing.

Instr Technology
1998 MED **19**
1999 MED **12**
2000 MED **23**
2001 MED **21**
2002 MED **31**

Again, the numbers are increasing for EDIT although we would like to improve our recruitment process so that those numbers will improve. Our new EDIT coordinator, J.J. Hayden, has a lot of great ideas for bringing more students into the program.

English Ed.
1998 MED **6**
1999 MED **1**
2000 MED **3**
2001 MED **2**
2002 MED ?

Math Ed
1998 MED **1**
1999 MED **4**
2000 MED **1**
2002 MED ?

Natural Sci Ed
1998 MED **5**
1999 MED 3, EDS 3, Total 6
2000 EDS 3, MED 4, Total 7
2001 EDS 3, MED 1, Total 4
2002 EDS ?, MED ?, Total ?

Soc Science Ed
1998, EDS 1, MED 1, Total 2
1999 MED 3, EDS 5, Total 8
2000 EDS 2, MED 7, Total 9
2001 EDS 3, MED 4, Total 7
2002 EDS ?, MED ?, Total ?

The M.Ed. and Ed.S. programs, like our other programs, have enjoyed steady enrollment over the years. I would like to see total enrollment move from an average of around 20 per year to closer to 30. In the future the programs will be combined into one degree (Curriculum and Instruction) with separate tracks for the areas of concentration.

Since I do not have accurate information for this year, I have left spaces to add in the numbers as they become available.

**Exit exam scores and/or pass rates**

In 2002 all students who took the exit exams passed them. In the past these tests have been pass/fail. This year we are modifying the scores such that individuals can fail, pass, pass with distinction, or pass with honors, so next year the reporting of the quality of the exit exams will be more accurate.

**Percentage of students passing licensure exams (if appropriate)**

Of the students who graduated from the MAT program, 19 of the 23 have reported that they have passed the Praxis II. The other 4 have not reported, and we do not know if they have passed or not.

**Student scholarly/creative activities**

**Davis, Carol C.**
Presented at Georgia College & State University Sixth Annual Student Interdisciplinary Research Conference

**Jim Kurzdorfer**
Presented research at the Georgia Association of Teacher Education Fall conference

**David Lee**
Presented research at the Georgia Association of Teacher Education Fall conference
Holly Leskovics
Presented research at the Georgia Association of Teacher Education Fall conference

Trey Newberry
Presented research at the Georgia Association of Teacher Education Fall conference

Jana Scott
Presented research at the Georgia Association of Teacher Education Fall conference

Clint Sutton
Presented research at the Georgia Association of Teacher Education Fall conference

Sarah Tennyson
Presented research at the Georgia Association of Teacher Education Fall conference

Brad Tidwell
Presented research at the Georgia Association of Teacher Education Fall conference

Brandon Butler
Presented at GCSS conference

Nic Carroll
Presented GCSS conference

Rebecca Schweitzer
Presented at GCSS conference

Jessica Martin
Presented at Experimental Learning Conference

Alissa Munoz
Presented at GC&SU Interdisciplinary Conference

Erin Harris
Study Abroad-Tropical Ecology in the Bahamas

Wes Vonier
Study Abroad- Aviles, Spain

Jennifer Bowers
Study Abroad- The Institute de Tourine, France

Student awards/recognition

Graduate students
Outstanding Majors
EDIT……………………………………………………… David Shedd
EDFS…………………………………………………… Carol Davis

Master of Arts in Teaching
Outstanding Students
Macon…………………………………………….. Holly Leskovics
Milledgeville…………………………………... Rebecca Phillips

Outstanding Academic Student
Macon………………………………………………..Jana Scott
Milledgeville………………………………………..Erin Harris
Saul Wolpert Scholarship…………………………..Kristin Shuppe

Itemization of the department’s goals in the past year, with discussion of which goals were met and in what ways

Major Objectives for 2002

1. Implement recruitment plan
This year much of the recruitment plan was implemented, and enrollment is correspondingly on the rise. My committee and I also revised the plan significantly to better meet Board of Regents guidelines. This involved creating a number of assessments to determine which recruitment strategies have the greatest effect and why.

2. Bring all EDFS programs into line with NCATE and other standards.
All EDFS programs are now in line with the standards. New departmental exit portfolio requirements were instituted, courses were revised, and a matrix was created to ensure that every standard would be met.

3. Increase EDFS involvement in Partner Schools
Due to the loss of our liaisons, this goal was very difficult to meet. Still, the Mentor Leaders have substantially increased their involvement in the Partner Schools. Dr. Jones has her office located at Clifton Ridge Middle School and has met with the administration in virtually every school in which she has a student placed. Dr. Hlawaty and I have both worked with Westside High School to help them with research and grant writing. We have also worked on several projects with Central High School. Dr. Crabb has continued to build relationships with schools throughout Middle Georgia, and he has been involved with some special GIS projects with several of those schools. We are finally starting to become a fixture at the schools we work with regularly.

Statement of the departmental goals for the next year
1. Increase efficiency of my faculty in carrying out departmental tasks including NCATE writing assignments.
2. Improve the quality of all programs through increased faculty collaboration and improved means of adhering to standards with a special emphasis on how our programs meet national organization content standards.

3. Encourage faculty to improve their teaching practice through multiple forms of feedback and self-assessment.

Brief discussion of budgetary needs of the department

Our budget this year has been sufficient for our needs, but just barely. The increase in this year’s budget over last year’s helped dramatically. This was the first year that we have not been caught in a terrible crunch and had to drastically limit photocopying and faculty development travel at the end of the year. However, one reason we were able to make do with our budget this year was that the faculty in my department didn’t travel as much as usual this year. The new people were busy settling in and the veterans were busy writing NCATE reports. Next year I anticipate that we will spend more money on travel for faculty development and thus we may experience some of that end of the year crunch again.

XII. Department of Special Education and Administration

Department of Special Education and Administration
John H. Lounsbury School of Education
Annual Departmental Program Review-2002/2003

Inputs

1. Budget

The total non-personal services budget for this department for this reporting period is $13,904.00 that includes a $4,000 allocation for new faculty. This is a deceptive figure when viewed relative to what is allocated by the university. In fact, the amount of funding allocated by the university has remained relatively unchanged for the past five-year period. The apparent increase in budget is the result of funds generated by Maymester courses offered by the department in the special education and education leadership programs. As a five-year trend, this amount has not changed significantly in any sub area despite the expectation of new programs and fiscal responsibility.

2. Average Class Size

<table>
<thead>
<tr>
<th>EDEX</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL</td>
<td>13</td>
</tr>
</tbody>
</table>

Across two programs the department offered an average 53 class sections with the average class size being 14 students in special education programs and 13 in administration programs. This number should be mitigated in the case of special education as no differentiation is made between graduate and undergraduate classes. As a five-year trend these numbers appear stable and take into account low enrollment.
special education graduate programs that are sometimes offered in critical need areas, i.e. Mental Retardation, Learning Disabilities, and Behavior Disorders. In addition, numbers reflect classes offered as part of the Core Curriculum (EDEX 2210 in Area F) as well as major area classes in the undergraduate special education cohort.

3. Faculty/student ratio

Institutional Planning reports no data for student/faculty ratio. However, average class size of 12 & 13 are indicative of student/faculty ratio well within the targets set by the university. The Departmental programs are in the process of being changed from a traditional format to a cohort format over the course of the next two years. Faculty have established consensus that class size in each graduate cohort in both Educational Leadership and Special Education be limited to twenty students each.

4. Percentage of Classes Taught by part-time faculty

For the academic year 2002 the percentage of part-time faculty used across both major areas was 22%. This is a significant change from the previous five-year trend of over 50% although similar to data reported in the 2001/2002 periods. Faculty redirection within the School of Education as well as new positions allocated by the university have resulted in a significant reduction of part time faculty use in the five-year period. In undergraduate program part time faculty were rarely used. The number of part-time faculty in the graduate programs has been reduced but is still too high. The part-time faculty used in graduate programs in Education Leadership and Special Education are skilled practitioners who bring needed experience to our graduate students in both disciplines. However, with the transition from traditional to cohort model in the Education Leadership program to be completed by August 2003, the level of part time use will be drastically reduced. In the Special Education graduate programs, the transition from traditional to cohort model will not reduce the number of part time faculty used.

Performance

1. Enrollment by Major

Data reported by the Institutional Planning and Policy Analysis office do not reflect what is thought to exist on the department level. For example, the number of reported majors in special education at the junior year is 7 when, in fact, we have 29 current students in the junior year cohort. In addition, the number of freshman and sophomore students reported as 25 is at variance with the actual number of majors advising in the department of 53. The number of undergraduate majors, as a five-year trend, is down slightly but this is thought to reflect the continued change in program model noted last year, increase in tuition, and the statewide mission that the university has adopted. The inconsistency of date reported between the department and the university is though to reflect the fact that students currently in our programs may have not officially changed their major at the time data were collected.
2. **Credit Hour Production**

**EDEL** 1.14 % of university  
**EDEX** 1.73 % of university

The number of credit hours, when reported as a total for the entire university, appears small. This must be mitigated, however, when viewed as a total percentage of the graduate program specifically. In fact, as a five-year trend, the enrollment in the graduate programs has increased slightly and in any given semester accounts for 12-17 % of the entire graduate credit hour production in the university. Credit hour production at the graduate level possibly will decrease due to several factors including loss of the Dublin Campus, an increase in tuition, poor facilities at the Macon State University site, and the requirement for part-time graduate students in Milledgeville to pay what is viewed by them to be unfair and arbitrary fees associated with graduate study. These factors have been cited frequently by students as reasons for delaying their education or enrolling at other institutions that do not share these requirements.

3. **Yield Rates**

Yield rates for the undergraduate program and appear similar to last year at 52%. The yield rate is based on numbers applied and admitted and subsequently admitted to the major. As such, this is a number over which the School of Education has scant control. As an indicator of anything, this number really doesn’t offer much in the way of interpreting trends. My opinion is that this number is more reflective of CORE curriculum instruction rather than anything over which the major area programs can control. However, departmental efforts as advisement and including core students in student organizations will continue.

4. **First-to-Second Year Retention Rates.**

Institutional Planning and Policy Analysis in this area report no data. My opinion is that this sort of data are more indicative of core curriculum concerns than anything over which the School of Education might control. The School of Education overall advisement process should contribute positively to the retention rate but, in fact, for students floundering in core classes there is little that advisement plans can accomplish that are specific to the major areas.

5. **Graduation Rates**

Graduation rates, when viewed as a five-year trend in both the special education programs and the education leadership program, are increasing. For example, for Education Administration the total graduates has risen from 35 in 1998 to 54 in 2002. In the programs for special education the number has increased from 21 in 1998 to 53 in 2002. As a percentage of the total number of graduates across both programs, the
rates for graduation will decrease in the future as our programs at the graduate level in special education and educational leadership are transformed from traditional to cohort model.

6. **Exit exam scores and/or pass rates**

The programs in special education require an exit portfolio as the exit activity. The portfolio is developed as part of the senior capstone experience and guided by the mentor leader. For this reason the rate of passing is 100%. In the graduate programs the PRAXIS II scores are used as the exit exam. The current passing rate for students in all graduate programs in this department is 94%. Current data indicate that the program in Education Leadership has a passing rate of 79%. This is rate is low due to the nature of our program. As the transition to the cohort model for the L5 (the only program requiring the PRAXIS II) is completed, passing rates will increase due to an increase in student quality.

7. **Percentage of Students Passing licensure Exams**

The undergraduate special education program has a 98% pass rate on the PRAXIS II licensure exam for the past four years (this reflects one student who did not pass the exam). Please see the above discussion regarding graduate programs in this department.

**Itemization of Department Goals from the Past Year**

To gain approval of EdS degree in Interrelated Special Education
**Expected Results:** The EdS program in Special Education Interrelated will be sent for approval to the BOR office.
**Actual Results:** This goal was dropped due to lack of faculty available to teach in this program.

Implement EdS revision in Education Leadership.
**Expected results:** The EdS revision will be approved and implemented.
**Actual Results:** This program revision was approved internally by the university and implemented.

Finish revision of L5 program in Education Leadership.
**Expected Results:** The program revision will be approved and implemented
**Actual Results:** The program was been approved through GC&SU procedures and will began in fall semester 2002.

Secure accreditation by CEC for programs in Special Education.
**Expected results:** The program faculty in Special Education will complete the accreditation process for CEC approval.
**Actual Results:** This goal will be continued in the reporting period.
Discussion

The departmental faculty in both the Special Education and Education Leadership programs continued work in redesign and implementation of the graduate programs. During the coming year a substantial revision of the initial certification graduate programs in special education will be completed and implemented. This revision was a direct result of our NCATE/PSC accreditation self-studies. As a result of these revisions, the training model will provide our students a more consistent graduate education as well as better serve the school systems in which they teach. In addition, the transition from traditional to cohort programs in the Education Leadership program will be complete at the conclusion of summer semester 2003. Georgia College & State University is unique in Georgia in the manner in which graduate education in this field is designed and delivered. Through implementation of the Leadership Resource Network in this department, faculty have been able to provide both the leadership and the partnership needed to develop and implement change in and with local school systems.

Departmental Goals for 2002-2003

1. Implement final transition from traditional to cohort model in the L5 Education Leadership program.
2. Implement final transition from traditional to cohort model in the L6 Education Leadership program.
3. Apply for accreditation from the Council for Exceptional Children (CEC) for all programs in special education
4. Begin transition from traditional to cohort model in the graduate programs in Special Education.

Budgetary Needs of the Department

We remain seriously under funded in areas of faculty allocation, equipment, telephone, supplies, and faculty travel. Of these categories, faculty allocation is, and will continue to present major problems for our mission. At the present time our programs in Education Leadership are full and waiting lists exist for our fall 2004 cohort at the L5 level and fall 2005 for the L6 program. It would appear that this is not going to change in the foreseeable future given the current state of the economy in Georgia. In past years, this low funding in the non-personal services area has been alleviated somewhat by revenue from Maymester classes taught in the Education Leadership and Special Education programs. As the department transitions from traditional to cohort models in all its graduate programs, the feasibility of teaching Maymester courses will be reduced. In addition, the academic appropriateness of departmental offerings in a condensed May term is questionable.

Student Scholarly/Creative Activities and Student Awards/Recognitions

Holly Adkins
Phi Kappa hi
T.E. Lavane Alumni Scholarship
Weir and Wells Study Abroad Scholarship Recipient
President’s List-Fall 2002
Phi Delta Kappa Scholarship
Sweden International Studies Grant

**Carmen Bailey**
Recipient, Hope Scholarship, 4 years

**Dana Baxter**
Director, Best Buddies, 2003-2004

**Shea Buckley**
State President, Georgia Student Council for Exceptional Children, 2003-2004

**Kasey Connell**
Governor, Georgia Student Council for Exceptional Children, 2002-2003
Director, Best Buddies, 2002-2003
Co-Presenter, Georgia American Association on Mental Retardation Conference, Milledgeville, Georgia, 2002
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years

**Kristi Dollar**
Membership/Fundraising Chair, GC&SU Student Council for Exceptional Children, 2002-2003
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years

**Brooke Few**
Vice President, Georgia Student Council for Exceptional Children, 2002-2003
President, GC&SU Student Council for Exceptional Children, 2002-2003
Treasurer, Best Buddies, 2001-2002
Secretary, Circle K International, 1999
Recipient, Georgia American Association of Mental Retardation C.W. “Skeet” Spence Student Award and Scholarship, 2001
Recipient, Student Professional Association of Georgia Educators Award and Scholarship, 2002
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years

Lindsay Garrett
Historian, GC&SU Student Council for Exceptional Children, 2002-2003
Lead Presenter, Georgia Council for Exceptional Children Conference, Macon, Georgia, 2003

Beth Goldstein
Activities Coordinator, Best Buddies, 2001-2002
Treasurer, Best Buddies, 2002-2003
Historian, GC&SU Ambassadors
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years

Laura Haynie
Secretary, Georgia Student Council for Exceptional Children, 2002-2003
Vice President, GC&SU Student Council for Exceptional Children, 2002-2003
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years
President, GC&SU Chapter of Gamma Beta Phi Honor Society, 2001-2002

Jason Heath
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years
Member, Phi Theta Kappa Honor Society

Erin Howell
Treasurer, GC&SU Student Council for Exceptional Children, 2002-2003
Co-Presenter, Georgia American Association on Mental Retardation Conference, Milledgeville, Georgia, 2002
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years
Recipient, GC&SU Alumni Scholarship, 2002-2003
Member, Alpha Lambda Delta Honor Society
Member, Phi Kappa Phi Honor Society

**Theresa Ignatius**
HOPE Promise Scholarship
Dean’s List Fall 2002

**Natalie Johnson**
Historian, Georgia Student Council for Exceptional Children, 2002-2003

**Elaine Jones**
Parliamentarian, GC&SU Student Council for Exceptional Children, 2002-2003

**Kristy Malcom**
Historian, GC&SU Student Council for Exceptional Children, 2002-2003
Activity Director, Best Buddies, 2002-2003
Lead Presenter, Georgia American Association on Mental Retardation Conference, Milledgeville, Georgia, 2002
Lead Presenter, Georgia Council for Exceptional Children Conference, Macon, Georgia, 2003

**Marilyn Meusel**
President, Georgia Student Council for Exceptional Children, 2002-2003
Lead Presenter, Georgia Council for Exceptional Children Conference, Macon, Georgia, 2003
Recipient, Hope Promise Scholarship, 2 years

**Casey Singleton**
Secretary, Georgia Student Council for Exceptional Children, 2003-2004
Activity Director, Best Buddies 2003-4

**Christy Spangler**
Hope Teacher Promise Scholarship

**Ashlin Stephens**
Historian, Georgia Student Council for Exceptional Children, 2003-2004
Miss Georgia College & State University 2003

**Julia Strange**
Treasurer, Georgia Student Council for Exceptional Children, 2002-2003

**Amanda Tarpley**
Newsletter Editor, Georgia Student Council for Exceptional Children, 2002-2003
Newsletter Editor, GC&SU Student Council for Exceptional Children, 2002-2003
Recipient, Hope Promise Scholarship, 2 years
Recipient, Hope Scholarship, 4 years
Member, Alpha Lambda Delta Honor Society

**Lindsay Tyler**
Hope Promise Teacher Scholarship
President’s List-Fall 2002

**Esther Vaughan**
Children’s Action Network (CAN) Coordinator, Georgia Student Council for Exceptional Children, 2002-2003
CAN Coordinator, GC&SU Student Council for Exceptional Children, 2002-2003
Recipient, Hope Promise Scholarship, 1 year
Recipient, Hope Scholarship, 4 years
Recipient, H&R Block Scholarship, 2 years

**Ashley White**
Historian, GC&SU Student Council for Exceptional Children, 2002-2003
Recipient, Hope Promise Scholarship, 2 years

**Michelle Williams**
Vice President, Georgia Student Council for Exceptional Children, 2002-2003

**Pamela Yero**
Historian, Georgia Student Council for Exceptional Children, 2002-2003
Co-Presenter, Georgia Council for Exceptional Children Conference, Macon, Georgia, 2003
Recipient, Scottish Rite Scholarship